

A New Baby In the Family

RUTH BRICKNER

THE four-year-old sat on the stairs and cried in spite of everything which his grandmother, come to be with the family after the arrival of the new baby, could do. Thinking he was troubled about his mother, she tried to comfort him by telling him that "Mommy and the new baby were both going to be just fine in a few days." But the boy refused to be comforted. He was not, it appeared, really feeling very sad about his mother herself; there was something else at the back of his grief. Finally it came to the surface.

"Why did that old baby have to get born at all? Maggie says he cries because it was lots nicer with the angels where he came from. Well, why didn't he stay there then? Besides (the deepest hurt was tacked on as if to make it appear only an afterthought) it would have been much more *convenient* for me."

History does not record just how this particular grandmother met this particularly pointed statement of two of the most difficult problems of adjustment which are inherent in the arrival of a new baby in the family. It is not only adults who are very deeply affected, even granting how important it is for them to readjust both the inward and the outward circumstances of their lives. Equally difficult adjustments have to be made by the children — by the new baby himself and by the brothers and sisters who are called upon to welcome him into their company. Although there is some difference of opinion among psychologists as to the complexity of these several and distinct adjustments and their implications, all are agreed that they do exist and that the intelligent and sympathetic guidance of the parents is extremely helpful if children are to come through these difficult experiences with added courage for the future, rather than with permanent scars.

There is also pretty general agreement on the fact that the very experience of birth itself is a primary

physiological crisis. The infant, who until this moment has been so comfortable and so protected, suddenly passes through the acute strain of birth, with its periodic pressure, muscular compression and danger of asphyxiation, to find himself in strange and inclement surroundings which he is prepared to meet only with the aid of ministering adults. This is what the experience of birth may well mean to the infant himself. As the first physical threat, it arouses anxiety, rooted in physiological causes, which may be revived throughout life whenever later threats of physical suffering touch him.

Up to this point there is general agreement among presentday psychologists as to the immediate effects and possible after-effects of the birth experience. But when one goes on from the physiological crisis which birth entails for the child to the emotional crisis, opinions differ. Here Rank has deviated from the theories of Freud and his followers in maintaining that the deepest levels of the individual's consciousness never accept this severance from the security of the warming, nourishing, protecting mother and that in us all there remains the attempt to make the whole world yield a substitute for her profound security. In those who have neurotic tendencies, so Rank believes, there is always an attempt to maintain the mother attachment through various devices for dependency.

In the development of his theory, Rank maintains that there is a correlation between the severity of the birth experience and the development of neurotic tendencies in later life. Certain observations even suggest that children born of a Caesarian section are likely to be nervously more robust, due, it is inferred, to the fact that they have not gone through so much stress and strain during birth.

In differing from Rank, Freud points out that since before birth the infant has had no recognition of the mother as an object separate from himself, severance

from her can have for him no emotional meaning. It is not until he begins to perceive her as something apart from himself that his need for her begins to have a psychic significance. This realization, however, comes gradually, beginning with the child's first experiences both of the denial of his needs and their gratification through the mother's early care and training. These are the experiences, Freud believes, through which is created the deep need for love which never leaves, no matter how mature and self-sufficient as an adult, a baby may come to be.

The Lifelong Need

THOUGH these two views deviate in psychological theory, their suggestions for parents, concerned with handling the guidance of their children wisely from the very beginning, are not in the least contradictory. For where they deviate is simply in analyzing the origins of a need which they both stress. What they have in common is their emphasis on the child's deep need for love and security beginning with his earliest contacts with life and continuing throughout childhood into maturity.

And this brings us back to the four-year-old who thought so logically that the new baby should have stayed where he came from, not only for his own comfort but also because "it would have been so much more convenient for me." Accepting the new baby is for many a child a major adjustment, in some instances almost as crucial as his own advent into the world. The rather precocious child in the story sensed the social disapproval which would greet any statement of his real feelings of primitive hate and jealousy toward the interloper. But his mild mannered word "convenient" covered a multitude of pent-up emotions.

"What is the matter with these modern children?" the grandmother may perhaps have wondered.

Very likely she recalled that not one of her many children had ever acted like that. Possibly there was more feeling among children of an earlier generation than their elders ever suspected as long as children were discouraged from expressing their own sentiments. It would appear likely, however, that in large families children really do not feel the arrival of a new baby as such a deprivation. In an "old fashioned" family where there are a number of children fairly near of an age, each newcomer is more readily assimilated. This is true largely because the next youngest is likely to be still too much of a baby to be expected to "act like a big boy now" and because also there is a feeling of sympathy and solidarity among the older children.

The problem becomes acute in what we think of as the "modern" family of two or at most three children with fairly long intervals between them so that the first child is three or more before the second child arrives. The four-year-old who deplored his own inconvenience and shocked his grandmother is typical of a situation which is now familiar to us all.

With the coming of the new baby, things happen to such a child that bring him face to face with what seems to him the most threatening experience which has ever befallen him. There is the threat of being deprived of his mother's love. He sees himself apparently deposed; her care and attention seem to have been transferred to this unwelcome interloper. "Sharing" his mother's love is an idea that he cannot grasp. Watching jealously the time and the care that the new baby receives, he is not at all sure that there will be enough love to go around for him too. The newcomer also awakens in him an acutely revived desire for the remembered pleasures of infancy. Seeing the new baby at his mother's breast, observing all the details of physical care which come to the baby as a matter of course, the three- or four-year-old regrets his own independence and longs with all his heart to enjoy again the physically pleasurable memories of his own infancy. And when these "babyish" desires are frowned upon by grown-ups in general and their fulfillment denied by his mother, his sense of deprivation and loss is redoubled.

Making the Best of the Inevitable

BUT parents are not content to know what is happening to their children emotionally, or even merely why it is happening. Important as a knowledge of the psychological facts is, it is not practically significant unless parents are equipped to use it as a basis for guidance. Their most urgent question is what they themselves can do. Except for the only child, this is an inevitable adjustment; how can it be so met that it becomes a constructive rather than a destructive experience in the child's life?

First and foremost the parents must accept the child's spontaneous emotional response of hate, resentment, jealousy, as a natural consequence of the, to him, unenviable change which confronts him. No matter how carefully the situation is handled, manifestations of the child's feelings are likely to appear, for his conflict is an acute one. Expressions of this resentment are by no means always direct. Even verbal expressions of dislike may be veiled by a sense of the social amenities (the baby is merely an "inconvenience"). Sometimes it appears as an acute anxiety which should be far more of a cause for concern than

frank, out-and-out dislike. The little girl who thought "how dreadful it would be if the automobile should run over baby sister" was hiding her difficulties from no one but herself.

Other children will puzzle their parents by a sudden lapse back to some babyish habit long outgrown. A return to thumbsucking, or bed wetting or negativism on the part of the older child is frequent and is to be interpreted both as a protest and as a need for consolation. Still others take out their protest at some new point of least resistance—as in the case of the two-year-old who refused solid food after seeing the baby nursed at the mother's breast, and of a five-year-old who gave vent to his urge to "do something" to the baby, by punching all the smaller children in his kindergarten group.

Steps Toward Reassurance

A TIME when the child gives expression to his feelings directly, short of injury to the infant, can be considered wholesome for it has the advantage not only of releasing his pent-up feelings—the salutary effect of getting them "out of his system"—but also of giving the parents equally direct opportunity for reassuring him as to his own place.

This does not mean that parents should attempt to "make it up to him," to pretend that he is still the only child, to make a baby of him or keep the new baby out of his sight. All these makeshifts are mistakes which only postpone and pile up the difficulties of reaching an ultimate solution. He has a psychologically essential conflict to resolve and it is short-sighted kind heartedness on the part of parents which attempts to evade it.

What he needs is not pretence but compensation. For this he should not have to wait until the arrival of the new baby. That compensation is most effective which goes to work before the fact. The child who knows about the coming of the baby in advance has a chance to get accustomed to the idea before he is put to the test. And the mother also has a chance to give him a sense of proportion about the whole experience. With some children preoccupation with the new baby can be deflected into an interest in babies in general—more information about their growth and development and care, stories about his own growth as a baby and his mother's care of him at that time—all help him to prepare for the coming event as something natural in which he too has taken part and do not leave him to meet it as a peculiar catastrophe which has descended on his head alone.

Beyond this bolstering with information and knowledge, he needs emotional encouragement to reassure

himself of his place in the family as well as his own importance in the life of the newcomer. If there are ways in which he can help in the preparations for the baby's coming, still more if after its arrival he can feel that he is needed in caring for the baby while to him it still seems a stranger in the house, he may find enough interest for himself and approval from his mother to ease the deprivations he must suffer.

One little girl of four whose baby brother arrived just before Christmas time greeted him as the choicest of her many gifts. But her mother felt that her happy acceptance of the baby was not so much due to the fortuitous season of his birth as to the fact that the older child had helped in getting ready the nursery, and that from the first she was allowed importantly to draw his bath water and to hand mother the soap, the cloth, the oil, the towel during his bath ritual.

Another child who learned to accept his brother with approval began, long before the baby came, to speak of "my" baby. It was never "ours" or "mother's"; those expressions implied too much. But as long as he was permitted to think as possessively as he liked of "my" baby he could accept the actual sharing without too much pain.

Not only the child's knowledge and his opportunities for emotional outlets affect this challenging experience, but also his outside circumstances. This is a time when he is in special need of opportunities for happy and satisfying work and play. Father comes into the child's consciousness perhaps for the first time in a new and ministering role which can be very fruitful to both of them. But even father will be busy for many hours out of each day; the nursery school or neighborhood play group assumes an importance which it does not have at other times.

Wearing Out His Welcome

BUT sometimes, even with the parents' utmost of sympathy and understanding both before and after the new baby's coming, there is still trouble. It may happen that the excitement of the first weeks, and the special dispensations and consideration which are shown the older child at the immediate time are enough to carry off the introductions with flying colors. It may not be until after the novelty has worn off, and brother or sister has had time to find out just how much of a nuisance the baby can be to him after all, that the crisis is reached. Along with their appreciation of the child's need to be prepared in advance, the father and mother must meet the emergency when it comes, whether soon or late.

But above and beyond these practical measures, it is important that parents should not fear emotional

reactions to the new baby or meet them with moral censure. The attitude of twitting the child whose "nose has been put out of joint" by the new baby is both cruel and dangerous—as was realized by an observant mother who over a hundred years ago, in the *Mother's Magazine* for 1832, painted both sides of the picture vividly:

"There, John, see, (Hannah, the nurse, is speaking) you have a little rival in the cradle! Look at that pretty baby lying there. You are no longer the only son. You must now give up all your playthings to your little brother; and he must have your mama, and your pretty cradle too; and John must be a little man, and sleep up chamber with Hannah."

"That naughty baby shan't be my brother. I'll pull him out of the cradle. He shan't have my plaything; he shan't have my ma, and I won't sleep up chamber."

"This boy had manifested great displeasure and resentment in finding an infant brother at his mother's side. At first he attempted to pull the infant out of the bed. He then bit his little finger. His mother had at first had recourse to the rod. The next time he manifested similar feelings, she tried the effect of banishing him with the result already noted in his remarks to Hannah. When the child was again permitted to return, he appeared more exasperated than ever, on finding the infant in his mother's arms. With a strange expression of countenance, he went behind his mother's chair, and began to spit upon her dress. Mrs. G. was now utterly at a loss what course to pursue. She therefore sent for a judicious and experienced mother, who advised her to try the expedient of soothing the

wounded feelings of the child. Perhaps he feared that the infant had usurped his place in his mother's affections. If satisfied on that point, she trusted that all would be well. Mrs. G. immediately resigned her infant to the nurse, and on receiving her little son to her arms, she said to him, 'darling child, mother's precious boy.' The poor thing hid his face under his mother's arm. His heaving chest and smothered emotion evinced the most heart-felt satisfaction at finding that he was not to be cast off, but was still beloved. Presently he raised his little head, and looking over into the nurse's lap, he exclaimed, 'pretty babe, pretty babe, mama.'

"I verily believe that had this case been misinterpreted, and a uniform course of punishment been pursued, without sympathy, although the child might have been made perfectly obedient, the consequence would have been, a cherished hostility to his brother."

Today we would change this judgment of the situation only to the extent of adding that the child disciplined to "perfect obedience," would attain the desired result at a price of who knows what present injury and future suffering. Since every adjustment presupposes a difficulty, parents will never be able to "spare their child pain." What they can do is to see him through with understanding both of the profound and universal emotions which he is experiencing and also of the special weaknesses and strengths of the unique individual who happens to be their child. It is for them to balance the scales with the particular combination of security and weaning which will weigh each child's experience on the positive side.

Going to School

This first venture into the outside world is as important in learning to adjust to other people as in learning about things.

ELISABETH IRWIN

If parents accept as a condition of growing up that an ever-widening independence of action is a good thing for a child, then going to school should come naturally, not as a crisis to be met but as just one step in a long series of growing-up experiences.

Like almost everything in the life of a child the way this threshold is crossed is colored very largely by the

parent's own attitude toward it. The age of going to school is no longer standardized at five or six years of age as it used to be. Many children start to school now at the age of two or three. When this happens it usually means either that the mother is modern and enlightened and looks favorably upon the new adventure, or that force of circumstance makes it necessary for the mother to be away from home dur-

ing the day, so that she has accepted the nursery school as a better solution for the care of her child than leaving him with grandmother or nurse. In either of these cases, the parental attitude toward going to school is likely to react favorably upon the child's approach to his first experience in a group and the routine of a nursery school day. Though little may have been said at home, there is a general acceptance of the situation implicit in the preliminaries and a child from such a home is likely to be among those who "settle in" almost immediately. These children are in the majority in any nursery school group. There are usually one or two children, when each group is first formed, coming from homes where the parents either have been overpersuaded by an enthusiastic friend, or are taking the step with great reservations, feeling all the time that it may not be a success. There is no doubt that even a child of two takes this all in and reacts accordingly.

Convincing the Parent First

MANY a child of two, three or four has been so upset by the home conflict in such situations that even the strongest believers in nursery schools would have to admit that the attempt was far from a success. It would seem to be almost a safe generalization that a child who goes to nursery school without the wholehearted consent, approval and backing of his mother had better not go at all. It is unwise to submit a young child to this background of conflict. The nursery school can only handle such a child by helping the mother to reach a completely cooperative attitude before attempting to work with him. Occasionally a tough minded youngster will come through in spite of a mother's doubts. In this case the mother must yield or the conflict has to be met at home rather than in school. Sceptics about nursery schools should become converted by other people's children before they make the experiment.

With children who go to school at the conventional age of six, it is a different matter. By this time the separation from the home regime is almost inevitable. Even the most conservative parent admits that now the time has come. In spite of this, it is surprising how many mothers "carry on" when a child first goes to school. The mothers of only children are frequently the worst. The fact that no more babies remain at home to take the place of the child who goes off to school makes a tragedy of the daily separation. Every first grade teacher recognizes these children very early by certain almost symbolic features. The little boy who hasn't had his curls cut yet, the child who is imperfectly house-broken, the cry baby of the

class and, above all, the child who must be made a special case on all occasions. This last was perfectly typified by a little boy in a class of twenty-five, who every time that a wholesale request was made of the class, such as, "All get ready to go to the yard," would always respond by saying, "Even me?" This was so humorous that it was not in the least annoying, but it was a "dead give-away" as to the home situation.

Enough Mothering—But Not Too Much

THE great problem of the teacher is to learn how to take the place, in each child's school world, of the mother he has left at home and, at the same time, to maintain an attitude of fairness and impartiality. Her success or lack of success in doing this is likely to condition a child's whole relationship with his school and to extend even beyond his school life. An immature teacher may react emotionally against an oversoft or so-called spoiled child, and therefore subject him to unwise or sudden discipline. This is almost sure to result in a harmful shock and an impaired relationship to school. No matter how much one might disapprove of a child's being dressed in too many layers of clothing, one would have to admit that they could not all be removed at once. The situation is in many ways analogous. But since parents must, more or less, take a chance on the teacher, and since even the best of teachers finds enough such problems in every entering class, it is really the job of the home to do a little weaning before it turns a child over to be educated.

The strictly personal attitude of the home can be consciously modified to prepare a child for school life. If thoughtful parents have very definite reasons of health or educational theory for keeping a child from school until the age of six, they should, during the two preceding years, take several steps in preparation for school entrance. One is to make arrangements for the child to play with other children in a group; another is to see that some sort of definite routine of occupation is established. Regular meals and a regular sleeping schedule are not enough. No matter how modern or progressive a school may be, there is some sort of alternation between work and play, rest and activity, noise and quiet. The home can provide something similar in its daily schedule which will be greatly to the advantage of every pre-school child. Some regular work must be interspersed with purely spontaneous play. Work for children from four to six may be as simple as drawing, cutting, pasting, sweeping, washing, block building. But these are obviously in contrast to running

about, swinging, being taken to the park or just being allowed to hang around.

Above all things, a preschool child must not spend his entire waking time in the company of adults. He must learn to have some time alone when he can

concentrate, and some time each day with a group of children where he must meet the standards of his contemporaries. These standards are often much higher and harder than those of the adult world, but they are nearly always fairer, firmer and more realistic.

Where the Grown-ups Disagree

When parents are in conflict, children usually bear the brunt of the struggle and reflect the parents' own attitudes toward it—whether of selfish bitterness or of honest effort toward reaching an understanding.

ELEANOR CLIFTON

OF all the crises in a child's life perhaps the most difficult are precipitated by family conflicts. Ordinarily, as life and reality deal their blows to the growing child, he turns for comfort, reassurance and strength to his parents who to him represent all that is comforting, sure and strong. When, however, the very people who would naturally help him are themselves involved in the dilemma, struggling through is likely to be slow and painful for the child.

Marital conflicts may range from petty bickering and irritability to dissension or incompatibility of such proportions as to make physical separation inevitable. Where the disagreements are fairly habitual but not very deep seated, the child may become anesthetized to them. We have all known quarrelsome, irritable families where there is no residue of bitterness between the upheavals—so much more embarrassing to the outsider than to the combatants themselves. These are bad taste perhaps, and none too good a pattern for children to follow, but they may weather the storm serenely. It is most likely where there is considerable warmth and affection in the household. A young couple who were otherwise compatible quarreled over money matters. "But we never let little Billy hear us," was their boast. The mother was sincerely astonished one day to find how unsuccessful their concealment had been. When Billy had attempted to appeal from a decision of his father's she had said firmly, "You know Daddy and I always agree!"

The seven-year-old's reply—"Oh yeah?"—with a wink and a grin, goes to prove not only that children

are far more aware of dissension than we like to think, but that they are surprisingly adept in evaluating it.

A young woman says of her childhood, "I always knew my father and mother hated each other. They never quarreled and were always scrupulously polite, but they never showed each other the least bit of love or affection. I saw through it and had no love for either of them."

Unfortunately, it is not merely the direct effects of the parental conflict that are destructive to children. Marital disharmony is varied in its genesis, and finds an outlet in many types of symptomatic behavior. As a result we find mother, father and child now caught in a complicated network of relationships and now severed by hate and rejection of which they themselves are often scarcely conscious.

Sometimes the apparent root of the conflict is in the overt conduct of one of the parents. The assigned cause may be extravagance, impracticality, alcoholism, infidelity or any other socially unacceptable behavior. These manifestations, to be sure, usually hark back to childhood frustrations, feelings of anxiety, inadequacy or guilt, infantile fixations and other deep seated problems. If the better adjusted parent could reach a sympathetic understanding of the misbehavior or at least accept it with some degree of objectivity, it is conceivable that the child also could accept it.

A recent magazine article* feelingly and skilfully written by a divorced wife, expressed her grave doubts as to the wisdom of her separation ten years before from her alcoholic husband. She had be-

*Harpers Magazine, August, 1932.

lieved herself justified in saving her eight-year-old boy from the influence of his father, but after ten years she says, "Jim was not an admirable person but neither was I. I knew his weaknesses. He knew mine. This fact now seems less a cause for divorce than for continued marriage."—and again "Freed from the emotional content of Jim's situation and mine—a content without which there could have been no situation—even the circumstance of alcoholism seems one that would not have hurt my child . . . If a child is going to be defeated by environment, he is going to be defeated. If not, my conviction is that he can and, with the magnificent courage of childhood, will metamorphose into strength all that he meets."

Granting the validity of the mother's conviction in this particular situation, we are still faced with the fact that in many instances the child has not the fighting chance of which she speaks. In the first place he may be too confused. Mr. and Mrs. B. are thoroughly fine people and to the best of their ability good parents. Their ten-year-old boy finds each of them entirely satisfying. They are understanding, devoted to him and wise in their treatment of him. But there is something wrong, something in the air that he senses but does not understand. How can he understand a sexual maladjustment that even they have never put into words? Perhaps if a break comes, it will be rationalized in a way that has a meaning for him, even though it is not the true meaning. It is more likely, however, that the ill-nated couple will stay together for his sake and he will never know the nature of the cloud that perpetually threatens his otherwise sunny existence.

Some parents attempt to solve their marital problem through the child. An unhappy mother is disappointed in her husband because he does not give her the ideal love or the perfect protection that she sought. Instead of relinquishing her unattainable wishes in the light of increasing maturity, she casts about for a substitute and fixes upon her boy child. The boy who should be gradually freeing himself from his emotional dependence on his mother and accepting a masculine ideal in the person of his father is arrested in both respects. The mother's clinging and the father's loss of status are too potent for him to circumvent. A situation of this kind will not only keep the boy at an infantile level and make it impossible for him ever to love as a normal adult, but it will also tend to produce in him strong feelings of guilt. It is normal for a little boy, in the period when he is emotionally attached to his mother, to cherish a jealousy of his father and a wish to oust him and supplant him. It is also normal for

the child gradually to give up this desire and strive instead to be like the father. If, however, his earlier wish comes true, his triumph may seem to him a wicked one. One father was psychologically an outcast in his own home, totally ignored by the mother who idolized and indulged her nine-year-old son.

The father remarked one time to a friend, "It's pretty miserable at home. My wife and I hardly speak. But every night Freddy comes to me and brings me a glass of milk like his own. It makes me feel good in one way—but awfully funny too."

It was clear that the child felt a responsibility toward the dethroned parent and, significantly enough, tried to compensate him as another, less favored little boy, with a glass of milk.

The little girl in a similar situation is not so likely to feel guilt because she is less likely to play the surrogate role with the mother. She may, however, suffer disillusionment concerning primarily her father and then concerning men in general. If her first love object of the opposite sex is too faulty and inadequate, her normal heterosexual strivings may be seriously inhibited. She cannot readily forget her first disappointment and will hesitate to trust any man for fear of a similar experience.

Conflicting Loyalties

THE use of children as pawns in the conflict may be quite conscious, though the more mature, conscientious parents are usually scrupulous in excluding the children from their dissension and are unaware of their need to gain a substitute satisfaction from them. Where parents are more infantile, however, and feel correspondingly less responsibility toward the children, they may enlist them as confidantes, allies or go-betweens. The child is accordingly swamped with grievances that he cannot evaluate and torn between conflicting loyalties. He may solve his problem by detaching himself, psychologically at least, from both parents, or he may in his turn play the game to his own interest, exacting bribes and using threats in a deplorably adept manner. In this connection, the occasional practice of having children make a choice between divorced parents seems especially unfortunate. It would appear better for the decision to be made by the parents themselves or even by the court, though the child's preference if expressed might be at variance with the decision. He is rarely free to choose and will probably be relieved if the matter is taken entirely out of his hands.

An outgrowth of parental conflict which is fairly common but not so generally recognized as those

previously mentioned is the rejection of the child. Sometimes a child is an ever-present symbol of an attachment that parents now find irksome or painful. To an infantile parent the child may be a rival. The mother who still feels herself a deprived child will begrudge affection to her own child. The father, who is misbehaving because his wife fails to play the mother role toward him, is bound to resent the child who gets the positive attention he wishes for himself. Sometimes a child suffers from being identified with the hated parent. The basis for the identification may be only physical resemblance or acquired mannerisms. "He is the living image of his father" may express a world of hatred and sentence the child to share his father's ostracism. A child born at the time of conflict between the parents is more likely to be rejected than one born in a happier day.

One mother said, "We were so happy and so much in love when our first child was born! This baby seems different to me—almost like the child of another father."

How It Seems to the Child

WHAT does the child himself do? He is faced with a problem that appears inescapable, and since he is an individual with the power of adaptation he deals with the issue as best he may. A number of factors determine his particular kind of solution—his own personality make-up, his experiences before this crisis, his other love and ego satisfactions and all the environmental influences surrounding him. Some children develop a hardness and self-sufficiency, a premature emancipation from all blundering, disappointing adults. Others seek out for themselves parent substitutes in nurses, teachers and older children, and work out a fairly healthy compromise adjustment. Others solve their problem by escaping into a dream world where all is serene and bewildering realities are persistently excluded.

Others drift into delinquency as in the case of Donald. He was committed at fourteen to a school for problem boys, a sensitive, anxious youngster who seemed incapable of the misdeeds of which he was accused. He had run away repeatedly from his apparently excellent home and had brought ultimate disgrace upon his parents and older brothers by stealing an automobile and driving more miles away from his home town than he had ever managed to cover before. The first question to be answered was why Donald had to run away. Obviously it was not a lark. There was no bravado, no joy in adventure, only an intense concern over having been wicked and

an unwillingness to discuss any of his experiences. Finally, as he gained confidence, he was able to tell why he had to run away. For four years his mother and father had quarreled. They didn't know he knew, but he did. Lying awake at night in the next room he would hear them and he soon came to know the basis for the quarrels. His mother was intensely jealous of the women clients of her husband—a fairly successful lawyer. One of the causes of contention was that he had lent money to a woman and thereby deprived his family.

Donald told this falteringly, ending with "How could my father talk to us about honor and not be straight himself? It always seemed as if I ought to do something about the whole mess, but I was too little."

The boy's feeling of guilt was unmistakable and, since it was not based on any reality, he could not atone for it. His delinquencies, therefore, served a twofold purpose, they removed him from the scene of his unhappiness and they gained for him the punishment that satisfied for the time his generalized sense of guilt.

This effort to point out some of the implications of parental conflict and family disintegration may seem to paint a rather gloomy picture. It is not intended to be taken with finality but merely to develop in parents, while there is still time to do something about it, an awareness of what may be happening to their children. Some children struggle through if nothing is done, but the struggle may be less damaging if the parents have sufficient insight to help rather than to hinder. If they both love the child, they can perhaps join forces in his behalf.

One Purpose in Common

THEY can share the right to contribute—each in his own manner—and allow the child to preserve his loyalty to both. Even if a child must undergo the difficult experience of dividing his time between two divorced parents, he need not be seriously handicapped if each deals with him wisely and is mature enough to make the transfer to the other parent a happy one. There is a tendency among modern parents to discuss their marital conflicts frankly with children especially when a separation is impending. Frankness is undoubtedly preferable to a deception that only confuses the child. We wonder, however, with what objectivity people caught in an unhappy situation can present it to a child. Unless they have reached what seems to them a right solution and unless they can discuss it in a clear-cut, comfortable manner without bitterness, it had

better be left for an understanding third person to take up with the child.

Most of these suggestions are of a patching-up nature when damage has already been done. The help of one trained in dealing with human problems, when

parents first realize that all is not well with their marriage, might constitute the ounce of prevention. A parting of the ways may still be inevitable, but it may be accomplished with a sense of rightness for all concerned.

Feet of Clay

Is it a kindness to bring children up believing in an ideal world of goodness and beauty? Or is it more helpful to give them such facts as they can understand, together with enough confidence, in their parents and in themselves, so that they can face the world?

FRANKWOOD E. WILLIAMS

THE children of today may not be troubled by finding the same weaknesses in their elders that we as children discovered in ours, but they are still finding that even their parents have feet of clay. The effect of their discoveries upon them seems possibly even more devastating than the results of ours upon us. In our childhood feet of clay were usually exposed in the field of sex morals; today they seem to be transferred to the field of economic morals. One cannot make too sharp a distinction here, but in general this seems to be true.

Most of the parents of today were children in the time when certain things were "wicked." Sex was "wicked"; swearing was only less "wicked" than was a group of expressive four-lettered Anglo-Saxon words which one learned first from the scribbles on billboards and the walls of outhouses. At this time, too, alcohol has become a moral problem and "to drink" was also "wicked." One not only learned early what "wickedness" was, but one also learned with equal finality that only wicked people did wicked things. And that classification excluded our parents for they obviously were not wicked. There were other people, too, who as they obviously were not wicked were excluded—the minister, the Sunday school superintendent, socially important men and women in the town, school teachers, and most other people who were well dressed, polite and on the whole friendly.

To discover, then, that one's father liked an occasional glass of beer, "drank beer," or that an idealized public character "went into a saloon" was indeed a blow. The worst blow, however, was on first

learning about sexual intercourse. Facts first denied with revulsion, later had to be accepted as a possibility but often with qualifications. "Your mother may do that, but mine doesn't." To hear someone, whom we considered perfect, and whom in our own weakness and "wickedness" we were trying to emulate, swear, or worse still, use one of the ghastly Anglo-Saxon words, was to have an idol totter on crumbling feet of clay. To learn that the minister, when the young girl organist complained that the choirmaster had made improper advances to her, felt that the organist should be discharged instead of the choirmaster, could cause an adolescent Heaven to fall with a crash that reverberated for a long time.

Under this philosophy, the effort on the part of earnest parents was to "protect" children from knowing about what they considered the ugly and the "dirty" side of life. Since they will have to know it long enough when they do grow up, so it was reasoned, let's keep them happy and innocent as long as possible. An illusory world of morals, particularly sex morals, was therefore developed—with the unfortunate effects in neuroses, disorganized sex life, present marital incompatibility and unhappiness that we know about among the adults of today.

Presentday parents endeavor to avoid these pitfalls for their children by a franker attitude toward sex and all the catalogue of only slightly less dreadful "sins." Illusory worlds of "wickedness" and "purity" are no longer built up, but instead the child is given such information as he is able to assimilate from the time he begins asking questions. But

even this does not end the matter. Many parents who have seen the necessity of admitting to their children that they too are human, would still like to preserve the illusion that the world they live in is ideal. And so the process of building models of ideal behavior with clay feet, which children will inevitably discover, still goes on. The more or less unconscious purpose to "protect" the child remains the same differing only in form and content from that of our own parents. Two recent experiences may illustrate the old struggle to make the world seem better than it is.

Protecting the Children—from What?

AN intelligent, informed mother of three children, ranging from eight to twelve, is aware of the particular clay feet she had to discover as she herself grew up, and with her own children she has carefully avoided undue concealment and misplaced emphasis along these particular lines. Yet she is distressed because it is "so difficult to keep the depression out of the home. One tries to, but it is almost impossible. My husband and I carefully avoid mentioning the subject at the table but guests are almost sure to bring it up. The children hear about it at school and on the street and come home troubled. One doesn't know what to do. It seems such an unsuitable topic for them."

A father and his two sons, aged ten and twelve, related with much excitement at the family dinner table their experiences of the afternoon in Christmas shopping. After their adventures in the stores, the father had given each an extra sum of money and said that they would now walk about through the streets and give money to beggars. This had apparently been even more exciting than the stores. Each boy told of the beggar he had chosen and each felt that he had picked out the "best" beggar. Father, however, felt that his little old lady beggar was the best. All were happy in having shared.

The motive that lies behind both of these incidents would seem to be clear—to protect children from something, with the addition in the second instance of the further motive of teaching generosity to children. But is not the process the same as that which distorted our own childhood point of view—the building up of an illusory world on the assumption that children should be kept "innocent" and not be allowed to know too much about some things?

The depression may not be a suitable topic for family dinner table discussion. One can quite understand the desire of the mother to make the dinner hour a cheerful one which all can enjoy. But

"keeping the depression out of the home" implies much more. This mother is endeavoring to keep out the depression in just the same way that her mother endeavored to keep out sex. The difference is only in what the two generations consider "suitable." The mother of today desires to create a home for her children which will be full of happiness and to which in later troubled years they can look back with pleasure, even *sehnsucht*, and to her lovingly as the one who provided this for them. But is this wise? Like her own mother she is creating an illusory world in which her children will be temporarily happy; but just as surely, too, she is digging a pit for them. And may they not come to look back upon her as she now looks back upon her mother, as one who indeed loved her children, and who did what she thought best for them—but with unhappy results.

Is there any reason why children should be "protected," in this sense, from the facts about economics any more than from the facts about sex? These children may be living in a haven, thinking all other good people live in similar havens, but they are at best soon to be pitched out to discover that things in the outside world are quite otherwise. Would it not be better (and could it not be done without too great disturbance to the happiness and morale of the home?) to discuss quite frankly with the children such elements in the depression and such facts about the present condition of the world, as they are capable of understanding? Will they not look back to their home and to their parents with greater gratitude when they come to see how wisely they have been prepared to face the real facts and how step by step they have been led into the larger world of reality so that they have been able to enter it with a minimum amount of shock?

Substituting Sentiment for Reality

THE father, in the second incident, would also "protect" his two boys from knowing too much about present conditions. He teaches them sentiment but not a word of reality—beggars are unfortunate people to whom one must be generous and kind; obviously, however, they live in one world and we in another. The fact that these boys must discover sooner or later is that we all live in the same world. Are boys of ten and twelve incapable of understanding some of the many reasons why these individuals are beggars while we are in a position to be "generous" to them?

There may perhaps be even more danger in the illusory world which is being built up for children

today than in the illusory world of our childhood. Adolescents who have grown up in these modern "ideal" homes and "ideal" schools, where, instead of harshness, kindness, consideration and generosity have been shown them, where they have been treated as personalities with deference and respect shown to their tastes and abilities, likes and dislikes, where everyone has appeared to be interested in them and to rejoice in the development of their talents and to desire their success, where they have learned that conscientious work brings respect and reward—these children, who have lived in this ideal world not knowing that there is another world outside, are finding themselves dismayed at the discovery of that world. It has come to them like a blow beneath the belt. The impact with the real world has sent some of them reeling and staggering and some to self-destruction.

It is probably not possible for children to avoid altogether the illusory worlds. Whether adults foster the illusions of childhood, children will more or less build them for themselves. Some disillusion-

ment is bound to take place; the discovery of some of the adult world's clay feet must probably remain one of the inevitable awakenings of youth. Our efforts as parents, however, should be to keep this from becoming devastating; and it is clear that in order to do this it is necessary to be frank about more things than sex.

Do we not make a mistake in overprotecting a child from information about anything which is a part of life as we know it to be? Is there any safe principle other than the one we have adopted in the matter of sex education—that a child should be given such information as he is capable of understanding upon any subject at any time? Whatever the particular ideal which must in the end be translated into reality, the success of that transition will depend on the child's total equipment and experience. Of this equipment, a sound basis of understandable fact is one important element. But of this experience, the most priceless part is the child's sense that he can trust his parents, not only for what they say to him, but for what they really are.

Fortunes of the Family

The parents' attitude toward economic change, whether up or down, is more important (barring actual deprivation) to the child's development than is the actual readjustment of the family's scale of living.

VIRGINIA P. ROBINSON

"AND what was the name of this giant?" asked the grown-up of his small nephew at the close of a bedtime story the child had been telling. It was a mystery tale, manufactured out of the imagination of this young child, of the threats and depredations of a terrible monster who lived behind the mountain, never seen by mortal.

"Depression," murmured the youngster as he dug into his pillow for protection.

The depression is indeed the monster of this age of childhood, lowering and threatening in every household, vague and uncertain in its strength and proportions, sometimes all the more fearful because so undefined in its possibilities of attack. For millions of families the blow has struck, the worst is known. The children of the unemployed, who have

been living for one year or two or three now, on dwindling savings or inadequate and often uncertain relief allowances, have known hunger and sickness, have passed from fear into certainty which excludes hope and protest alike. We have seen hundreds of thousands of families adjust to living on the grocery order of one dollar a week per person—or less. This prescribes limits within which the essentials of growth and health and decent living cannot be maintained. The problem of how to reorganize our economic and social order so that no child will be expected to adjust himself to conditions of such extreme physical deprivation is one which should take precedence over every other problem in this country until some solution has been reached. This, however, is beyond the scope of this article, and I shall

limit myself here to changes in economic levels in family life which are not so serious as to occasion actual physical want.

But it is difficult to detach this problem from the whole social situation of which it is a part; for the first and most important way in which the depression strikes at every family no matter how high its economic level is as a threat to economic value and security. Every thinking person has had to accept sudden change in economic values beyond his individual power to control in the present. Even the wisest have little more than hope to project into the future. It is an ever-present source of anxiety to many parents that money saved and invested today cannot be depended upon to be worth enough ten years hence to pay for college educations. Every individual fortune and investment is tied up with the whole shifting, uncertain economic order whose complex forces seem at present almost beyond human control. We have lost our guarantees for the future. In addition, for many families the immediate situation is in jeopardy. Thousands of dollars may disappear into nothing over night, a mortgage may fall due when there is no means to meet it. These threats and uncertainties work deep inroads into every family situation, producing different reactions as individuals and circumstances differ. But for every thinking parent, responsible for a child's present welfare and to some extent for his future, fear, strain and anxiety are inescapable.

Morale of the Home

TO THIS fear, ominous, beyond control, with which the parent must live, the child will react in terms of the parent's adjustment to it and in terms of the child's own fundamental fear. Parents who are thrown into a panic can infect the whole atmosphere of daily living for the child with constant threat of loss and deprivation. Only those who can accept the situation with a degree of perspective and philosophy can leave their children free for the pursuit of their own interests and activities on their own growth level.

But for many the threat of the future has passed over into the necessity of meeting immediate, actual changes in the economic level of the family's life which necessitate change in living conditions. The family moves from a large, spacious house to a small one, servants are dispensed with, the children are transferred from private to public school. The effect of such a radical upheaval in circumstances depends in general upon the attitude the parents take toward it. If it means failure, deprivation and

unhappiness to them, the children cannot escape the poisonous effects which these attitudes introduce into the atmosphere. It would be a rare child who could take positive possession of and evaluate for himself a new environment stamped by the parents as "something to be ashamed of." To the amazement of all, this happens sometimes with an older child when he prefers the neighborhood public school which the parents have scorned for him, and finds himself more at home there, perhaps better able to stand on his own feet, than in the school of his parents' choice.

What Children Really Need

IF, HOWEVER, the parents can accept a radical change in their way of living positively and with a creative interest in what can be done with it to bring out constructive values, we may be amazed at the new opportunities opened up for the child. For the little child up to school age, I would feel sure that any change short of actual physical want which simplifies living conditions is in itself desirable. The essentials of the little child's environment are very simple, economically speaking. Beyond food, shelter and health care he has no need for money or what money can buy. His roots lie deep in the relationship with mother and father, brothers and sisters, and beyond this he does not reach out very far. He may take in a particular servant who has meaning for him, but in general servants are in his way, particularly if the mother delegates to them his early physical care. As he grows older it is his privilege and his joy to learn to take care of himself, to feed himself, put on his own clothes, to keep his things in order; and here a servant is usually more of an interference than a help to him in his struggle to take responsibility. As for possessions he needs very few, with a chance to learn to relate himself to these quietly and constructively. There needs to be an actual stability in his environment, some things that stay the same, day after day. Constant moving about from one place of residence to another is hard on him, but even this can be compensated for by the attitude of the parents themselves, their own stability in relation to each other, to the child and to life itself.

As the child grows to be five or six and wants to do things to his environment, he learns a great deal from doing things with an older person in the slow careful way that things are done by someone who will take the time and pains to work at the speed of a child. He adores to help make a bed, to dust, to stir a cake, even to wipe a few dishes. These price-

less experiences are possible only in a small household where the mother does some of her own work and has enough leisure and patience to let the child help where he is ready to take a part in the household plan.

But for the older school child and the adolescent, already established in school and perhaps with a circle of friends determined partly by the school and the section of the town in which he lives, a change in the family finances may constitute a very serious problem. His interests may be centered outside the home in expensive activities such as riding, dancing or golf. Clothes may be important as well as the make and date of the family car. Many high school boys and girls associate and compete with each other on the basis of possessions in which style is changing frequently and which require constant expenditure for up-keep. There seems something false and artificial and foreign to the children themselves in association on this basis. In contrast look at groups of seventeen- or eighteen-year-old freshmen in a girls' or boys' college who are away from supervision for the first time perhaps. How spontaneously they seem to take to styles of clothing which often appear annoyingly simple and bizarre to the grown-up—the vogue of the collegiate hat, the flannel shirt for boys, of shorts and pajamas for girls, for instance. These are not expensive and styles change seldom. One important requirement seems to be uniformity. All must dress alike. Certainly the colleges furnish ample proof that boys and girls can be very happy with few clothes and very little spending money if they are in association with a group like themselves.

Like the Other Fellows

For children, the problem of economic status seems to resolve itself into a problem of likeness and difference. A child can feel differentiated from his fellows by the slightest sign in the world, such as wearing his hair cut differently from the others, or being thinner or fatter, shorter or taller than others in his class. There is always something on which to fasten the eternal, universal sense of isolation from others of one's kind. It is a great pity if material possessions become the measure of difference and the child puts the burden of his inner sense of isolation on the fact that he cannot have what other children in his class have or do what they do. This may cut him off from making an effort to relate himself to others of his own kind and give him a satisfactory alibi for his failure. It is much better, where such a difference in economic status is

an actual fact and a real problem, to move a child from a school where he is at a disadvantage to one where he can relate himself to other children on the basis of his own qualities without competition in material possessions.

Adventures in Small Things

WHEN comparison with other children is removed, I think children even up to college age as a rule prefer a smaller and more informal household with one or no servants to a large establishment. They can take far more responsibility in the home than they are usually permitted in a formal household and they enjoy it and develop under it; they can find it good fun to get along on a reduced budget, to renovate clothes, to make something out of nothing.

As a matter of fact, we all know (though today we are likely to forget) that there are very many people with whom the really serious problems of family adjustment have come, not with a lowered economic level, but with the sudden rise of family fortunes. The trials and tribulations of such a household, the stresses and strains between husband and wife, between children and parents, have been made familiar by the novelists and playwrights of two decades. Those who are struggling with the hard facts of the present emergency may find it difficult to remember how real and how devastating such conflicts can be. But in spite of our present cynicism and disillusionment, it is not merely a Pollyanna philosophy which reasserts that, for the good of the family, a sudden increase of wealth is, at least potentially, as disintegrating as its curtailment.

Seeing the readiness with which children respond to the opportunity for practical planning, for simple living, for greater responsibility for themselves and their own support, raises the question whether money has not constituted a real barrier between many children and the simple realities and responsibilities of life. If this is true, the well-to-do may be able to realize that there are certain real advantages in being on a lowered income which forces the family to meet real problems together. Unquestionably a new basis of family unity can grow up under the necessity of reducing a budget. If this problem is accepted and worked on by each and every member of the family old enough to take any responsibility in the situation, they can turn the experience, from the hard external necessity which forces them to give up their satisfactions, into an opportunity in which each one participates to create new values, both for the family as a whole and for each individual.

Accepting One's Sexual Role

Tomboy girls and sissy boys are striving as best they can to compensate for deeply hidden difficulties.

GEORGE K. PRATT

THE prime condition for accepting one's sexual role in life is freedom from internal conflict. But since everyone is inclined to be varying bi-sexual both in physiologic as well as in psychologic make-up, and since there are certain psycho-sexual stages in emotional development through which each of us must pass, some individuals find themselves less free from conflict than others. These are the men and women whose unconscious conflicts cause them to seek solutions through protest against representatives of the opposite sex, or through homosexuality, or in some other form of neurotic adjustment.

Because of the special difficulties inherent in the psycho-sexual development of women, it is for them even at best a particularly trying experience to win through to a comfortable acceptance of their role as women. But men, too, are by no means immune to similar difficulties. Although it is relatively easier for them as a sex to accept their masculine destinies, certain of them find themselves struggling with more than the usual degree of conflict.

Although both a predisposition to bi-sexuality and the need for contending with castration and Oedipus situations are the common lot of mankind, certain emotional experiences, usually arising out of well meaning but unwholesome parental attitudes, often tend to weight the significance of these situations in the direction of maladjustment. Tomboy girls and sissy boys are familiar examples. I recall a sixteen-year-old girl who, when first seen by the psychiatrist, was rejecting her feminine role in every way possible. Although completely feminine, even to the point of voluptuousness so far as her physical development and appearance were concerned, she endeavored nevertheless to minimize these qualities to the utmost. She wore her hair closely clipped; she spent hours unsuccessfully trying to transform a naturally soft and sweet voice into a deep and strident one; she said she hated her breasts and to conceal their adolescent burgeoning she affected starched shirt waists and other neutralizing clothing.

In her gait she contrived a swagger and her speech was copiously interlarded with "hells" and "damns."

Behind her attitude lay a long and painful history of deeply buried emotional conflict. When she was born, both parents, but especially the father, had wanted a boy, and some of her earliest recollections revolved around episodes in which the bantering surface jocularity of her father's disappointment quite failed to conceal his deeper bitterness. Helpless, of course, to change her physical sex, the father did all he could to blind himself to its reality. First he insisted that she be given a feminized version of his own Christian name (as Norma, for Norman, although this example is fictitious). Later he monopolized most of her time and attention in the guise of what he called "palship," to the jealousy and resentment of her mother.

Every reader versed in psycho-pathology will recognize the inevitable consequences of these parental attitudes as reflected in the girl. Here were three persons inextricably entangled in a welter of powerful emotions — love, hate, revenge, identification, frustration and many others—all seething and swirling in an effort to find expression. As a result of their interaction the girl could not afford to acknowledge her feminine role in life, although on a purely physical level she was admirably equipped to do so.

Some women who are unable, for one reason or another, to accept their femininity are quite incapacitated by the conflict for anything but a most precarious adjustment. Others manage to maintain a reasonably satisfactory adjustment to most aspects of life, although their resentment may express itself in varying degrees of the well known "masculine protest," interpreted by psycho-analysts as unconscious envy of the male sex organs. Not only is it necessary for such women, under the spur of this psycho-biologic "drive," to emulate and to surpass the achievements of men (whom their unconscious usually interprets as father-symbols), but many of them are further driven to such drastic rejections of their

own status that they even resent their female physiological processes. Every psychiatrist, for example, has had women patients who bitterly resent menstruation as a periodic reminder of their femininity, or who can participate in coitus satisfactorily only when they are able to usurp the traditional male role in this process.

Similarly the difficulties encountered by some boys in living through the Oedipus stage of their psychosexual development to its successful completion cause a number of them to reject their masculinity to a greater or less degree. Powerful emotional attachments to the mother and submerged feelings of fear and guilt about the father may cause such an internal conflict that normal boyhood is impossible. Feminine characteristics consequently become prominent and their possessors are often jeered at as "sissies." It is partly for this reason—the avoidance of too close an identification and attachment to the mother with a resulting inability to achieve true masculinity—that mental hygienists point out the dangers in an overprotective, oversolicitous maternal attitude, especially toward sons.

In helping children to accept their sexual roles parents must play their own roles adequately. This is not always easy, despite the best of intentions, since, as has been pointed out many times, parents also are people. In other words, mothers and fathers, like all other human beings, have their own emotional needs to satisfy if they are to maintain a reasonably

acceptable adjustment to life. But being human, some of them make this adjustment at the expense of their children without meaning the slightest harm. Thus, a father, emotionally immature perhaps, fails to secure from his wife the mothering his still infantile personality needs; he turns to a young daughter and so fastens her affections to him that she can only identify herself with him the deeper and is unable to cast off the shackles of his need. Or possibly it is a mother whose ego-needs are satisfied only by the realization that she is necessary to another and who, therefore, must keep her children dependent on her as long as possible. In such circumstances she too ties her sons and daughters to her so tightly that their normal emotional development is stunted. In either case the children's struggles to free themselves and win an inner acceptance of their sexual roles are made infinitely more difficult.

The prevention of such catastrophes lies in emotional environments that are conducive to the attainment of a well rounded maturity. And of this maturity, the psychological side is even more important than the physiological. The wider extension of parent education and of mental hygiene study groups is one means toward this end—but only in so far as they possess that quality of leadership which is able to induce in individuals an *emotional* acceptance and digestion of the information presented, as well as an *intellectual* apprehension of it. This promises to be their next task.

Death and the Child

LILLIAN SYMES

SOME degree of grief, pain and disillusion is as inseparable from the business of living as is some degree of joy and satisfaction. Almost no one, whether child or adult, can be so perfectly "adjusted" to life and all its possible exigencies, as to avoid all emotional wear and tear. For the sake of art, at least, this is probably fortunate. Trite as the statement may seem from too much handling by the literati, a well cushioned life does not make for individual development and most of us do not want anyone around us with no capacity for, and therefore no understanding of, suffering.

There is, however, a suffering which is a natural

and inevitable accompaniment of our emotional life, our human need for love and understanding, our attachment to individuals; and there is a suffering with a capacity for shock which is an artificial and purely conventional growth upon these natural sentiments. Nowhere is this last better exemplified than in the conventional attitude toward death—an attitude of which the very young child, whether among primitive or civilized people, is altogether innocent. This attitude springs not only from the fact that unlike the small child, the adult is able to realize the terrible finality of death; nor is it based largely on the mysterious nature of death and the fact that we

cannot know with any certainty what lies beyond the grave. For the greatest horror of death and the greatest grief in its presence are frequently found among persons who are quite certain of their survival and who seem to possess a spiritual blueprint of the hereafter.

Feelings, Natural and Conventional

THE child learns his attitude toward death from parents and friends, just as we learned ours before him. It may have nothing to do with fear and it is not bound up with his self-preservative instinct except inasmuch as his own self-preservation is bound up with the continued life of another person, usually a parent. The reaction of a small child to the death of someone close to him and with whose existence his own security is involved, has been very accurately and sympathetically described by Somerset Maugham in the first chapter of his great novel *Of Human Bondage*. The emotional experience of the small Philip at the death of his mother is undoubtedly autobiographical. It is one of bewilderment, loneliness, strangeness in a strange world, insecurity. It is not the fact of death itself which affects him, but the separation from the source of love and security. This is what actually affects the adult. The death of someone we do not love—even if it be a close relative—does not really shock us, no matter how concerned we may act or how much mourning we may do. Our concern and our mourning are part of an artificial convention connected with death, not with the personality of the one dead. It is the proper thing to do in the presence of death and we appropriately do it. It presupposes that death is a sufficiently terrible thing in itself to cause these sentiments and actions. So long as we continue to cherish this convention, to act as though death were the final and most terrible evil that could befall the individual, it is futile to try to shield our children from the emotional reactions of such an attitude.

Even among quite intelligent and emancipated people there is still a tendency to treat death in itself with a special kind of respect, consideration and horror never given to permanent separations of any other kind. The child cannot help but catch this distinction and his emotional response to the subject is probably settled forever. He has learned the "proper" reaction to the presence of death.

My own father died when I was twelve years old—quite old enough to realize the nature and permanence of the separation his death entailed. And yet, in spite of the fact that I loved him dearly, in the

two days that followed his death, I felt saddened and lonely, but by no means grief stricken or horrified. Then on the third day he was given a military funeral with all that it entailed in the way of flag-draped coffin, slow martial music, uniformed procession and the final volley of shots over the grave. This dramatic combination with its terrific emotional appeal provoked an hysteria which lasted for three days and that had really no connection with the basic fact of my father's departure.

There are probably fewer associations of dramatic tragedy in the ordinary civilian funeral, but there are enough of them to impress the association of death with terror and acute suffering upon any youthful mind. And while we cannot spare the child that inevitable sense of loss and bereavement which must accompany the death of someone he loves, we can very well spare him these gratuitous associations and the consequent emotional shock which they entail. Parents who would hesitate to take a small child to a Euripidean tragedy frequently think nothing of dragging him to the emotional orgy of the average family funeral.

Reorienting the Adult Outlook

EXCEPT when it involves someone close upon whom he depends for love and security, the fact of death, itself, has little natural impressiveness or tragedy to the child. He can hear of the death of a close neighbor without emotion and even the death of a playmate, while leaving him lonely for a while, usually affects him little more than would the removal of that playmate to another town. The sense of tragedy, in such cases, is usually superimposed upon him from above. If he is impressionable he acts as he knows, from observation, he is supposed to act. In other words, he needs no special conditioning for a healthy attitude on the subject. He already has it. It merely needs to be left alone. It is the conduct of his elders which requires adjustment.

It is when the child is faced with the loss of a father or mother, or some other person to whom he is deeply attached, that a problem arises. It is against such a contingency that it is possible for the wise parent to prepare in order that the child shall not be too seriously overwhelmed by the shock of bereavement, the realization of human helplessness, a sense of instability and injustice.

In the past, and in orthodox circles in the present, parents sought to soften the inevitably impending blow by assurances of continued life beyond the grave, an eventual reunion in a literal or figurative

heaven. Death, the child was assured, meant but a temporary separation. But even if the conduct of his elders in the presence of death had not altogether belied the comfort of such promises, it is doubtful if they ever helped to assuage in any degree a child's sense of loss and bewilderment. Most of us were raised on this formula and most of us know its futility to youth, however comforting it may be to age.

While almost no child seems to have an instinctive horror of death itself, a child's response to a particular death will naturally depend upon his individual emotional make-up as well as upon his conditioning. But the most sensitive child can be helped to meet such a situation without too great strain by the attitudes he may learn from those about him—and this without a hardening of his sensibilities.

The Facts of Life and of Death

THE CHILD is fortunate who learns to accept the fact that disappointment and even tragedy are inescapable ingredients of life. Too often the modern child, with parents eager to let him "stay a child as long as he can," is completely shielded from this knowledge. It is never hinted to him that along with the many disadvantages and injustices against which it is our duty to rebel, there are certain inevitable sorrows and losses inherent in life itself which we can only learn to meet with dignity and sportsmanship. Instead of being taught to look upon death as the inevitable and commonplace sequel of birth and life, a process which we share with all vegetable and animal matter, he is left, by the very silence of his parents and his own absence of information, to surmise the worst of it. Here is another subject, so he thinks, too obscene or painful to be discussed dispassionately. Parents who insist on raising their children in an atmosphere of complete objectivity and frankness concerning the facts of life, rarely have the courage to adopt the same attitude toward the facts of death.

The child who lives in the suburbs or country where he can watch, for himself, the birth, life and death cycle of pets and other animals, is particularly fortunate in this respect—unless his parents are of the cutely sentimental sort who insist on a formal "funeral" for Towzer or the dead robin. This early acquaintance with the facts of death as with the facts of life is an invaluable asset to a normal attitude on these subjects.

The city child, divorced from such sources of natural education, can only learn these lessons from the example of those about him. If the attitude pre-

vails in his family that death, while regrettable, is not a terrible thing, that the worst thing about it is the separation it enforces—a separation to which we will inevitably adjust ourselves—he is not likely to develop a morbid or fearful attitude toward it. If an attempt were made to give the child the same sporting attitude toward life and death that he is trained to give to the game on the athletic field, he would be more likely to meet a death in the family with less shock and dread. Perhaps, if he could be trained to think of death as the Great Peace which comes to all of us after the trials and difficulties of life, he would feel less grief when it comes to someone he loves. A natural sorrow at their loss would remain, but the artificial horror of mysterious calamity that colors so much of our feeling on the subject would be absent.

I have seen an example of what such an attitude can accomplish in a family of my own acquaintance. The family consisted of father, mother and son, unusually close in their relationship. The subject of death had frequently been discussed objectively and without morbidity among them. The father died when the boy was fourteen. The body was sent directly to the crematory, there was no funeral of any sort and the day the cremation took place, mother and son spent walking in the country, talking about the father, the things that had interested him, the books he loved, the work they would need to carry on, the changes that would be necessary now that he was gone. Both were grieved, of course, but neither was shocked or prostrated. The boy's adjustment to the fact of death was a normal and wholesome one. It held no artificial horror for him. He and his mother were neither stoical nor heartless. What they did happened to be the right and satisfying thing for them, although to others it might have held little or no comfort and meaning. In our ways of meeting death as in everything else, none of us is sure to be like his fellows or to feel as they do.

Outward Bound

PERHAPS to the child of agnostics, death can be given more flavor of adventure than to the child of parents who believe they are certain of their destination. Death as a leap in the dark which may land one anywhere or nowhere, which is the final blind adventure vouchsafed to the spirit of man has nothing in it which should horrify the young and eager soul. I doubt if the fear of death is the all-pervading emotion that we have grown accustomed to

(Continued on page 151)

Parents' Questions and Discussion

These pages, based on the foregoing articles, are presented for the use of individuals or of groups having this topic on their regular programs. Questions and discussion are taken from study group records.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, Director — JOSETTE FRANK, Editor

Must we necessarily tell an adopted child the truth—that he is not our own?

As a rule we do not have any choice; someone else will tell the child if we do not. Therefore the integrity of our whole relationship with him demands that he receive, from us, this information. Since the ordinary conflicts between parent and child are fewer and less acute in early life, it seems wise that the child shall have this information before the age when these emotional situations would make it more difficult for him to accept. The realization that he was deliberately "chosen" by his parents because they wanted him so much should serve to mitigate whatever feeling of insecurity there might be in not being born their "own."

The adopted child-parent situation always requires special consideration. To the best of our present knowledge this way of meeting the situation has been found to be the most promising.

A three-year-old weeps and wails every time his mother leaves him at nursery school. This has continued for several weeks until the mother questions whether it would not be better to keep him at home than to wear him out with this daily struggle.

The usual nursery school procedure, making allowance for the young child's needs in this respect, is to have the mother remain for a while on the first days, until the child becomes absorbed in and familiar with the new world which the school presents. If this has been tried without success, then we would have to go more deeply into the situation. Is he an only child—or a youngest child whose parents are attempting, perhaps unconsciously, to keep their baby? Or (the reverse of this) is there perhaps

a later arrival who is absorbing the parents' attention, shaking this child's security, so that his leaving home each morning is an added threat?

If the child has had such an experience or has just come through some other situation involving physical or emotional strain—as for example, a severe illness or a parent's serious illness—it might be advisable to defer nursery school for a time until the child's security is again established.

But if the situation involves the parents' need for keeping the child a baby, they will have first to wean themselves from this immature expression. If they recognize how seriously hampering is the effect upon the child of thus prolonging babyhood, they will help him to become progressively more independent and better able to meet new situations.

A child of six, hearing a sudden and unprecedented quarrel between her parents, burst into uncontrollable weeping. How can the parents minimize the hurt to her?

Where the family relationships are otherwise serene such an incident probably will have no "carry over" in the form of deep-seated emotional tensions. Such an occasional emotional experience will normally be absorbed in the process of daily living in real affection and security. But if this quarrel was bound up with a deeper hostility which simply has not before found this type of outward expression—or at any rate, not in the child's presence—then it is likely that the child has been aware of it for a long time and has perhaps even suffered from its covert expression. In such a case the parents would do well to concern themselves with the child's need for reassurance. The child may be helped if the parents can give her progressively more insight and

understanding of their problems, on the basis, of course, of their own interest in working through their difficulties.

Change from a private to a public school has been a severe blow to a girl of eight who is not only bewildered by the large classes and mass treatment but also feels that she has somewhat "lost caste."

A double difficulty is here implied. Adjustment to large classes after the individual treatment of the private school classroom is likely to take a little time and to need the understanding cooperation of parent and teacher. It will possibly call for more active interest on the part of the parent in regard to the child's individual development and special interests. In regard to the question of "caste" the child will need the parents' help in making friends with some of her new classmates. They might be invited to her home or otherwise to share in her play. Thus the satisfactions of social contacts may be built up on other than a "caste" basis. Of course, this presupposes that the mother is not herself suffering from having "lost caste."

What can be done about an intelligent girl of eight who makes a tragedy of every little pain or disappointment?

This type of behavior often appears in a child who is dependent upon adult attention to an undue degree, and who has found no other satisfying means of contact with adults. Sometimes this is because the child does not feel sufficiently secure in the parental affection. Or it may be that a too rigid routine makes for a rather humdrum daily life from which the imaginative child seeks to escape by dramatizing whatever incidents lend themselves to it. We can help the child to some sense of proportion about herself by minimizing our own attention to these small matters, and at the same time help her to find more legitimate claims to attention, as through the development of skills and interests. Also, if we are certain that there is no foundation for the child's insecurity concerning our love for her we might offer her more overt demonstrations of our affection and interest, in ways not related to these particular bids for our attention. We can also take pains to provide some more positive and healthy dramatic events to punctuate the daily routine.

A boy of nine has grieved so at the death of his pet dog that he is almost ill. His mother wants to give him another dog to divert his attention; his father says he must never have another pet since his affections become so deeply involved.

Such an intense reaction in a child of nine may indicate any of a number of things. If this child's affections have been genuinely bound up with his pet, one might say that the pet served a very real need for him. As to whether or not he is to have another pet, the decision ought to be left to him. At the same time it would be well to examine other factors in this child's emotional life to discover whether his intense reaction indicates any need which ought to be met through social and family relationships.

As the time for going to camp approaches, an only child, aged nine, who has never been away from home, is finding all sorts of reasons why she should not go. She has even simulated illness. Should the plan be adhered to nevertheless?

It is rather to be expected that a child, who up to the age of nine has never been away from home, may have difficulty in thinking of a two months' separation from her familiar setting. One might discuss with the child the need for going out of the home and living with other people as a part of growing up. However, the distress of the child culminating in simulated illness, indicates that some intermediate steps toward independence are needed before she can accept—and profit by—separation. It would seem wise, in such a case, to meet the child somewhat on the basis of her own needs, and, as a first break in the chain of events, to make the first separation a shorter one.

A boy has been promised a trip to Washington for his thirteenth birthday. This trip, planned a year ago, now seems most unwise in view of a drastically reduced family budget. The boy is bitterly disappointed, and especially resents the "broken promise."

At thirteen, a child must already have met situations where disappointments have to be accepted. Illnesses, weather, other exigencies over which we have no control, must have changed some cherished plans before this. One suspects, therefore, that his resentment may really be directed at some other factor in the situation. Perhaps he feels that the claims of this trip have not been given due weight in a budget from which other expenditures, seemingly less important, have not been cut. If he has learned to depend upon his parents' fair dealing with him, it should be possible to call him into the family councils in the matter of revising the budget so that he may discuss the validity of certain expenditures as against others. In thus including him in vital adult

affairs he may be given a legitimate feeling of his own worth as a family member and of his responsibility in helping to meet the family's emergency.

Two sisters, aged eleven and thirteen, bitterly resent their father's remarriage and reject all of their step-mother's efforts to "mother" them.

We have to realize that at that age there is already the need, even under ordinary circumstances, of emancipation from the family. It is particularly difficult, then, at that very stage of their development, to have this added burden of what to

them would seem to be a new tie. Then, too, these children are at an age when, normally, their father would come to mean much more to them than at any other stage of their development. To find him now choosing another woman upon whom to focus his affection has, for these girls, the effect of a rejection of them.

These factors would be involved in any similar situation. In addition to these, however, there may be other specific factors inherent in this particular group of relationships. Because of their deep-seated nature, such a situation would demand expert psychological help.

STUDY MATERIAL: CRISES IN THE CHILD'S LIFE

TOPICAL OUTLINE

1. INESCAPABLE REALITIES

Birth of younger child
First separation from home
Family friction
Drastic change in economic status
Adjustment to sex
Death of a loved one

2. ATTITUDE OF PARENTS TOWARD THE CRISIS

Need of clarification of parents' own point of view
Parents' behavior in critical situation

3. ATTITUDE OF PARENTS TOWARD THE CHILD

Recognition of child's stage of maturity and consequent capacity to develop through experience
Possibility of overburdening child with too early knowledge of problems beyond his capacity
Dangers of too great protection

PROBLEMS FOR DISCUSSION

1. A class of third grade children loses one of its members by death. All the children in the class, which is a very small one, have been together since kindergarten. How can the teacher and the parents handle this situation in order that the experience might not be too great a shock for the classmates?

2. A mother is surprised to find that her three-year-old son is much disturbed by the arrival of his baby brother. He shows this in frank jealousy and in regressive infantile behavior. The mother felt that he had been adequately prepared for the coming of the baby. What constitutes adequate preparation? In how far is it possible to forestall such reactions? How would you handle the situation at this point?

3. An eleven-year-old boy is faced with the break-up of his home. There has been friction between the parents over a long period but both are interested in the child's welfare. What factors would influence you in advising them to stay together or to separate?

4. A child who has throughout his first six years of school attended a progressive private school must now be transferred to the local public school. Is this necessarily a damaging crisis in the child's life? Discuss both sides of the case.

REFERENCE READING

- The Trauma of Birth
By Otto Rank. Harcourt Brace & Co. 224 pp. 1929
- Difficulties in Child Development
By Mary Chadwick. The John Day Co. 411 pp. 1928
- Psychology of the Unadjusted School Child
By John Morgan. The Macmillan Co. 300 pp. 1924
- The Psychology of Sex
By Erwin Wexberg. Farrar & Rinehart. 215 pp. 1931
- Our Children: A Handbook for Parents
Ed. by Dorothy Canfield Fisher and Sidonie M. Gruenberg. The Viking Press. 384 pp. 1932
- Chapt. XV—The Meaning of Maturity—Adolf Meyer
" XVI—The Family Drama—Bernard Glueck
" XX—Educating the Very Young Child—George D. Stoddard
" XXIV—Loosening Family Ties—Ernest R. Groves
- What Is Right with Marriage?
By Robert C. and Frances W. Binkley. D. Appleton & Co. 262 pp. 1929
- Marriage in the Modern Manner
By Ira S. Wile and Mary Day Winn. The Century Co. 285 pp. 1929
- The Modern American Family
Ed. by Donald Young. The Annals of the American Academy of Political and Social Science. 256 pp. 1932
- Techniques of Marital Adjustment—Clifford Kirkpatrick
The Child as a Member of the Family—James C. Plant
- Love and Affection
Pamphlet No. 14, published by the Mental Hygiene Institute, Montreal, Canada. 1932

Book Reviews

Child Psychology. By Buford J. Johnson. Charles C. Thomas. 439 pp. 1932.

This is a scholarly study which considers and re-evaluates much of the important research which has been done in the field of child psychology, adding also new data, and at some points, contradicting findings so far generally accepted. In this comprehensive volume, Dr. Johnson has carefully combed the child development research of the past few years and has analyzed and re-evaluated many studies, to which she has added some of the findings from her own experimental work.

For the student or parent who is concerned either with child development in general or with some specific aspect of learning, there is much of interest here, since the references are specific and described in sufficient detail so that the feeling of the original source is retained, while the many studies are so grouped and interwoven that a unified whole results.

Even in a field of investigation as relatively new as child development, certain early conclusions are accepted more or less uncritically. The newer material here recorded points the way to a reconsideration, if not to a wholly new conception of some of these established beliefs. In the chapter on "Periods of Growth," for instance, the commonly accepted correlation between physical and mental growth is reconsidered. So also, in the chapter on "Locomotion," the theory that walking is a result of maturation, apart from learning, is re-examined. The chapter on "Manipulation" gives considerable space to the consideration of the retraining of the left-handed child and concludes that the usual unfortunate results, such as speech difficulties and emotional disturbances, are due to the nagging and thwarting methods ordinarily employed, and that these problems are not inherent in the retraining itself if it is scientifically handled.

Dr. Johnson's study covers child psychology from such a broad point of view, that it includes many approaches to its central theme. Some new and essentially philosophical material, for instance, is added on the nature of emotion, the process of thought and the meaning of personality. But wherever conclusions are based on experimental material, the experiments are carefully described, a procedure which should make the book especially valuable to other research students. One of its most helpful sections is the bibliography which includes over 200 titles, al-

most all of them from the field of child development research.

Although this is not a book which many parents will read consecutively and although it deals with home situations only as they relate to its scientific problems, *Child Psychology* will be invaluable as a reference work. Parent educators and parents in search of comprehensive and authoritative studies of specific topics will find in it a complete, but by no means perfunctory, survey and a critical evaluation of our presentday knowledge.

M. M. M.

Child Care Today. By Béla Schick, M.D., and William Rosenson, M.D. Greenberg Publishing Co. 320 pp. 1932.

One of the best things about this book is its frank and balanced discussion of the many innovations which so often tend to become fads or magic formulas for parents. Straightforward suggestions, coming especially from pediatricians whose names carry so much weight, as to the place in child care of nutritional standards for height and weight of children, and of modern discoveries, such as sunlight lamps and viosterol, will be a welcome source of authoritative information and sound advice.

Wherever physical care is under discussion, the book's common sense is outstanding, in spite of some slight fussiness—as when the authors taboo any curtains in the nursery and advise against the use of painted cribs because babies bite the paint off. But as a whole the discussion of physical care has that special combination of professional authority and practical usefulness which is most helpful to young mothers.

The handbook covers not only everyday care, but also the inevitable emergencies. In fact, Part Four—"Disorders and Diseases of Childhood"—makes an outstanding contribution to parent education in a field where there has been a very real need of sound advice in a form readily available to parents everywhere. Its three chapters discuss in simple, understandable but authoritative form, most of the questions regarding illnesses which all parents are called upon from time to time to meet.

It is noteworthy that in this book on physical care, attention is also given to mental development and psychological training. But parents, who will be

glad to welcome the advice of pediatricians with a broad point of view which includes other phases of growth beside physical development, will be correspondingly disappointed to find these chapters so much condensed. They might well wish that the combination of practical common sense and far-sighted professional wisdom were as evident in the chapters on the psychological and emotional guidance and training of infants and children as in those on their physical care. This would have added much to a handbook which is in other respects as comprehensive as it is useful.

R. H. K.

Adjusting the School to the Child. By Carleton Washburne. World Book Co. 182 pp. 1932.

This is a clear and interesting description by the Superintendent of Schools of Winnetka, Illinois, of the method needed to individualize any school system. Illustrations are drawn freely from the procedure at Winnetka, although Dr. Washburne frequently suggests other plans that might prove desirable.

Besides six chapters on ways of individualizing the various school subjects, the contents include several chapters on the social studies, various group activities and behavior problems as they are dealt with at Winnetka.

Mr. Washburne describes in detail the techniques that have been worked out for teaching specific subjects in accordance with these principles. He outlines also the results of research projects that have been carried on for a number of years to determine the most efficient place in the curriculum for the teaching of various skills. Administrative problems of record making, promotion, schedule making, and so on are discussed also, though in somewhat less detail, and one chapter is devoted to the wise handling of behavior problems from the mental hygiene point of view. The author admits frankly that there is still difficulty in securing enough teachers properly trained for this part of the work and makes a plea for more consideration of this aspect of teacher training in the training schools. He points out that the Winnetka Schools have a guidance clinic and that the teachers are offered summer school training which includes elementary work in mental hygiene. He urges too that all teachers now in service equip themselves in this way.

The book is clearly and interestingly written and unusually practical. So much of our progressive education literature is devoted solely to aims and theories that there should be a real place for a book which is devoted almost entirely to the discussion of tried ways and means.

E.W. and H. S.

New Books Listed

- Adjusting the School to the Child (189 pages).....1932
By Carleton Washburne World Book Co.
- Behaviour Aspects of Child Conduct (299 pages).....1932
By Esther Loring Richards Macmillan Co.
- Character in Human Relations (367 pages).....1932
By Hugh Hartshorne Chas. Scribner's Sons
- Child Care Today (320 pages).....1932
Béla Schick, M.D., and William Rosenson, M.D.
Greenberg Publishing Co.
- Child Psychology (439 pages).....1932
By Buford J. Johnson Chas. C. Thomas
- Educating for Citizenship (205 pages).....1932
By George A. Coe Chas. Scribner's Sons
- First Experiences with Literature (162 pages).....1932
By Alice Dagliesh Chas. Scribner's Sons
- Leisure in the Modern World (302 pages).....1932
By C. Dellsie Burns Century Co.
- The Moral Judgment of the Child (418 pages).....1932
By Jean Piaget Harcourt, Brace & Co.
- The Parent and the Happy Child (290 pages).....1932
By Lorine Pruette Henry Holt & Co.
- Responsibility: Its Development through Punishment and Reward (198 pages).....1932
By Laurence Sears Columbia Univ. Press
- The Child in Home and School (147 pages).....1932
By Florence M. Surfleet Headley Bros.
- The Children We Teach; Seven to Eleven Years (176 pages).....1932
By Susan Isaacs Univ. of London Press
- L'Organisation de L'Instruction Publique Dans 53 Pays. (374 pages).....1932
Bureau International D'Education, Geneva
- Proceedings. Iowa White House Conference on Child Health and Protection (506 pages).....1932
Planning Commission, Iowa White House Conference
- Parent Education: Third Yearbook (228 pages).....1932
National Congress of Parents and Teachers

Bibliography Committee.
Child Study Association.

A Bibliography on Family Relationships. By Flora M. Thurston. The National Council of Parent Education. 273 pp. 1932.

The purpose of this comprehensive volume is to bring together an annotated bibliography of the best material available for students and professional workers dealing with family problems. As an outgrowth of the work of the Committee on the Family and Parent Education of the White House Conference, the present volume has a wide view. Although the main section is devoted to family relationships, the listings also include background books, such as philosophy and politics, as well as fiction. Selections have been made chiefly, but not exclusively, from works published between January, 1928 and May, 1932. To all interested in parent education literature, this volume comes as a welcome and efficient guide.

Z. C. F.

News and Notes

AN educational philosophy in keeping with the new social order will be discussed at the sixty-third convention of the Department of Superintendence of the National Education Association to be held at Minneapolis from February 25 to March 2.

New Frontiers for American Life

For the schools, like every other phase of living, the present economic crisis has opened up new frontiers and has demanded a careful reevaluating of all the accepted standards.

It has brought to a focus innumerable questions in connection with such vital issues as the training of teachers, adult education and the use of leisure. Present needs and proposed changes, particularly in this time when reductions in public budgets for education are the order of the day, will constitute the major theme of the Convention. Representatives from the National Education Association, the Progressive Education Association, the World Federation of Education Associations and the American Educational Research Association, as well as superintendents of schools and university professors will contribute to the program. William John Cooper, United States Commissioner of Education, will also address the convention.

The immense importance of carrying on in education is again stressed by Warden Lewis E. Lawes of Sing Sing Prison who knows what it means to American youth to be deprived of what the schools should give. Speaking recently in behalf of the New York Children's Aid Society, he said:

"There is little reason to doubt that the most important single factor in restraining, if not in eradicating criminal tendencies, is education. A recent survey of the early environment of five hundred consecutive entrants into Sing Sing Prison reveals that only one in four had attended school after the compulsory age."

Radio Groups in Child Study

The Iowa Child Welfare Research Station of the State University, which has as its purpose the scientific study of normal children, has recently inaugurated a new department in parent education. Beginning January 9 Radio Child Study

Groups will be held under its auspices for a course of sixteen lectures on "The School-Age Child." Among the topics to be discussed are such questions as Learning the Use of Money; The Wise Use of Leisure; Adjustment to Others; Sex Education; Mental Development of the Child; Emotional Development of Parents; Cultivation of Attitudes (such as helping the child to deal with facts, to learn property rights and to face success and failure.) In forming a group at least ten members are enrolled and a chairman to lead the discussion is appointed. Reading material for members is secured from the radio station. Radio talks on assigned topics are given weekly over stations WOI and WSUI. The groups meet every other week to listen and discuss the topics; on alternate weeks individual members listen in their homes. Further information may be obtained by writing to the State University of Iowa, Iowa City.

Parent Education and Social Work

Under the auspices of the Summer Play Schools Committee a series of six discussion meetings for social workers is being held on Wednesday mornings at the Headquarters of the Child Study Association. These meetings are attended by neighborhood social workers from the various affiliated summer play schools and by a number of representatives of other social agencies, such as foster home departments of orphan asylums, day nurseries, relief agencies, settlements and community center organizations.

In the course of these meetings, the aims and methods of parent education are discussed with particular reference to their application to social work. In addition the opportunity to pool experiences and points of view will, it is hoped, help to clarify principles and develop for parent education leaders and social workers a more uniform approach to their common interests in family problems. The group is particularly interested in discussing home-making situations, discipline and disciplinary devices, and sex education.

Mrs. Jean Schick Grossman and Miss Ona Youngblood, Parent Education Associates on the Play School Staff will lead the discussions in which both Mrs. Sidonie M. Gruenberg, Director, and Mrs.

Marion M. Miller, Associate Director of the Child Study Association, will also take part.

Character Training An evening symposium on "Direct and Indirect Moral Training" was held under the auspices of the Child Study Association on January 12 at Headquarters. Harry Allen Overstreet, Henry Neumann and Cécile Pilpel were the speakers, with Everett Dean Martin, chairman. The outstanding contributions of the discussion will appear in the March issue of *CHILD STUDY*.

Parents and Nursery Schools Cooperate The Baltimore District of the Child Study Association has recently formed a special committee, composed of a representative of the field leaders' group of the Baltimore District and directors of accredited nursery schools in that city, to act as a clearing house of information on nursery schools and play groups in Baltimore. The committee grew directly out of the investigation of nursery schools begun by the field leaders' group. This was originally undertaken in response to many inquiries from parents for criteria by which they might evaluate nursery schools and play groups as to such important points as aims, educational techniques, routine, indoor and outdoor equipment, and cooperation between parents and staff. As a result of this study, observation blanks were formulated to be used as guides by parents wishing to inform themselves by visiting nursery schools and play groups.

Learning to Adjust to Modern Life The New School for Social Research is offering three spring term courses of special interest to parents. "Psychoanalysis and the Child" by Fritz Wittels will begin on Wednesday, February 15; "Science in a Changing Social Order" (with special reference to presentday education) by Benjamin C. Gruenberg will hold its first meeting on Monday, February 20; "Adjustment to Modern Life" by Olga Knopf also meets first on February 20. All three courses begin at 8:20.

The Family in a Changing World The enrichment of childhood through right living within the family is fundamental to our attainment as adults of certain goals long recognized as necessary to a sound social order. It becomes a primary concern of society, therefore, that knowledge in regard to how people live and function

in families be disseminated as widely as possible. The Parents' Council of Philadelphia is offering a course of eight lectures on "The Family," on Monday afternoons at 3:30: February 6, "The Family in a Changing World", by James P. Lichtenberger; February 13, "Courtship and Marriage", by Ernest R. Groves; February 20, "The Influence of Sex in Family Life", by Valeria H. Parker; February 27, "The Child, the Family, the Community", by William H. Kilpatrick; March 6, "Relationships Within the Family", by J. Prentice Murphy. On Monday, January 30 at 3 P. M., the Council held its annual meeting with William E. Blatz, Director of the St. George's School for Child Study, Toronto, as the principal speaker.

Travel Exhibit of Books The Pennsylvania Branch of the Women's International League for Peace and Freedom has a traveling exhibit of about 200 children's books covering the ages from preschool through the junior high school. The aim of the exhibit is to present a background of other countries, and other people, in such a way that the reader will feel that a real experience has been created in his life. The books have been selected, primarily, because they are books which children will read and enjoy. The information books on the list have been so selected that they will supplement school work. This exhibit will be loaned for a period of one month for the cost of transportation only. A complete list of the books and any information desired may be obtained by writing to 1924 Chestnut Street, Philadelphia, Penna.

Changes of Address Through a new postal regulation, a charge of two cents is made to us on each notification sent by a postmaster. Therefore, if a change of address is required, please notify *CHILD STUDY* direct, instead of through the Post Office Department. Note carefully the address stenciled on your magazine wrapper and if it is incorrect, let us know at once.

Important to Members

THE MONTHLY CALENDAR of the Child Study Association—heretofore sent to members through the mail—will hereafter be regularly published on the inside front cover of *CHILD STUDY*.

REGISTER NOW FOR
NEW UNIT GROUPS
BEGINNING IN FEBRUARY

HABIT FORMATION—MENTAL
AND EMOTIONAL FACTORS

Fridays, at 11 o'clock
February 10, 17, 24, March 3, 10

LEADER: ANNA W. M. WOLF

PROBLEMS: Eating, sleeping, elimination, tantrums, thumbsucking, nail biting, neatness, manners, truth and falsehood, independence, play.

WHAT TRAINING MEANS: At what ages and how may children be helped to satisfactory reactions in these matters?

PARENTAL ATTITUDES: How do the attitudes of parents and others affect the child's behavior?

WHAT PSYCHOLOGY CONTRIBUTES: Increasing our understanding of learning in relation to everyday problems.

THE MENTAL AND SOCIAL
LIFE OF THE YOUNG CHILD

Wednesdays, at 11 o'clock
February 15, March 1, 8, 15, 22

LEADER: MARION M. MILLER

THE CHILD AS AN INDIVIDUAL: Appearance, physical characteristics, behavior, excitability, nervousness, anxiety. The alert child, the slow mind, the easy-going nature.

LEARNING: What is involved in learning to walk, to talk, to eat, to obey? What effect has the mother's attitude on the child's learning? What conditions are favorable—less favorable for learning?

PSYCHOLOGY OF PLAY: What play means—with things, with older or younger children. Imaginative play, solitary, in groups. Suitable toys and play materials—number, variety. Indoor play, outdoor play.

COMPANIONSHIP: Significance of friends; sex preferences at different age levels; friendships with brothers and sisters; need of outside contacts.

THE PARENT'S ROLE IN
CHARACTER TRAINING

Tuesdays, at 11 o'clock
February 14, 21, 28, March 7, 14

LEADER: CÉCILE PILPEL

DESIRABLE PERSONAL TRAITS: Honesty, loyalty, considerateness, cooperation, conscientiousness, resolution, decisiveness, consistency, capacity for friendship, well balanced attitude toward money, toward work.

CHARACTER PROBLEMS CENTERED IN GROUP LIFE: Competition, racial contacts, sports, gangs, social service, citizenship, adolescent boy and girl relationships.

ORGANIZATIONS ENGAGED IN CHARACTER TRAINING
THE FAMILY AS A CENTER FOR CHARACTER TRAINING

THE MEANING OF
DISCIPLINE

Mondays, at 11 o'clock
March 6, 13, 20, 27, April 3

LEADER: SIDONIE M. GRUENBERG

THE VALUE OF OBEDIENCE: To the child, to the adult.

FACTORS WHICH HAMPER SOUND DISCIPLINE: Resistance to authority, unreasonable demands and expectations, conflict of authority.

FACTORS WHICH PROMOTE WHOLESOME DISCIPLINE: Relationship of child and adult, objective attitude toward the child and his behavior, consistency of approach and treatment, understanding of psychological nature of the child.

DEVELOPMENT OF OBEDIENCE: Through direct education of child, through change in the environmental situation.

"DISCIPLINARY" PROCEDURES: Rewards, punishments.

GRADUAL TRANSFER OF AUTHORITY FROM PARENT TO CHILD
Case records of typical situations related to discipline in early and later childhood will be presented for discussion.

THE INFLUENCE OF THE HOME ON A CHILD'S MUSIC EDUCATION

Tuesdays, Feb. 7, 14, 21, Monday, Feb. 27, Tuesdays, Mar. 7, 14, at 2:30
UNDER THE AUSPICES OF THE MUSIC COMMITTEE OF THE CHILD STUDY ASSOCIATION

- | | |
|---|------------------------|
| 1. FIRST STEPS—THE YOUNGEST CHILD | Miss Geraldine Aitken |
| 2. AN APPROACH TO MUSIC THROUGH RHYTHM | Mrs. Doris S. Champlin |
| 3. THE ROLE OF MUSICAL INSTRUMENTS | Mr. Emanuel Elston |
| 4. SINGING AND LISTENING | Mr. Willys P. Kent |
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Books for Children

New Editions of Old Favorites

One of the noteworthy features of children's book publishing this year has been the reprinting of "old favorites"—a development which many parents have greeted with real satisfaction. So alluring have been the newer books for children in past years that we have tended in our book-buying to pass over the old stand-bys. We have—and rightly—been eager to place before our children the new type of book wherein the modern author, with conscious understanding of the child's interests and psychology, skilfully interprets the world to his youthful readers. We rejoice that our children may have these fine products of their own day. But many of us have realized a bit regretfully that some of the really good books of our own childhood have been crowded out for our children by these newer claims to their attention. This is no mere sentimentality; for that very "something" that has made these tales stick in our memory through all the years makes them still vital to young people of today, since the nature of childhood is unchanging.

We are therefore glad that the publishers, along with their many new contributions, also present to us some of the best of these "old favorites" in excellent modern editions. Through these books the manners and customs of a more leisurely day live again for our children, not only through the stories but through the language, style and point of view.

This year's conspicuous example of such a book is Helen Hunt Jackson's *Ramona* (Little, Brown) to which the new edition gives the breath of new life. The beauty of format and the fine pictures of the edition lend dignity and meaning to this romance of early California. We have, too, Harry W. French's *The Lance of Kanana* (Lothrop, Lee and Shepard), which, first published in 1892, was in danger of being forgotten, obscured by new and perhaps less meritorious, adventure stories. Surely this stirring Bedouin tale, which has stood the test of time, will be read by youth as eagerly today as yesterday. We also welcome a new edition of John Masefield's *Jim Davis*, (Nelson) a long standing favorite, which now appears in an unusually attractive format and at a reasonable price.

The Garden City Publishing Company has recently given us a splendid list of excellent reprints of classics at one dollar each, including such titles

as *Kidnapped*, *Treasure Island*, *Robinson Crusoe*, *Gulliver's Travels*, *Arabian Nights* and *The Wonder Book*. It is in stories such as these that children realize their wildest dreams. And it is here, too, that parent and child may find a happy common meeting ground of appreciation and shared pleasure.

For slightly younger children the Garden City list includes *Just So Stories*, *Heidi*, *Pinnocchio* and *Hans Brinker*, which surely, no child should grow up without. We are glad, too, to find *Water Babies* (Winston) and *Black Beauty* (Grosset and Dunlap) among the new editions. The propaganda value of the latter may be lost today, but the sympathetic story of a loved animal remains.

One cannot discuss reprints without mention of the real service that is being done by the National Home Library Association in giving us, in astonishingly adequate fifteen-cent volumes, such titles as *Alice in Wonderland* (including *Through the Looking Glass* and *The Hunting of the Snark*), *Adventures of Tom Sawyer*, *Adventures of Sherlock Holmes*.

In surveying these titles one is struck by the fact that a large number of the "classics" are of a romantic and imaginative nature, while the best of the new books fall most generally into the category of factual material. While we welcome these last, we recognize, too, that our children need a varied literary diet balancing reality with romance and fancy.

In offering classics to our children, we must remember that a large number of these books were written for adults and have in the course of time been taken over into the realm of youth, largely through the curriculum of the school. Such authors as Sir Walter Scott, Charles Dickens, James Fenimore Cooper, certainly addressed themselves to their adult contemporaries; today their appeal is to the literary child of mature taste. Besides, these books were written for a more leisurely world, very different from that which surrounds our movie-minded children, who may find many a passage dull and long-drawn-out. We must be cautious, therefore, lest our own enthusiasms for fine writing cloud our judgment. For "to give a child a book to read which is not suitable to him . . . is to do harm where we most want to do good."

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In the Magazines

Age and Sex Differences in the Toy Preferences of Young Children. By Harold Benjamin. *The Pedagogical Seminary and Journal of Genetic Psychology*, December, 1932.

Fifty boys and fifty girls of the age range of two and six years were the subjects of this study. A given selection of six toys (car, airplane, horse, boy, powder and girl) were presented to an individual child in his home setting during a specific time interval. Three out of the six toys show conclusive sex difference throughout the various age levels of the group studied: car—masculine toy; boy and girl dolls—feminine toys. "The remaining toys, airplane, horse and powder, are of little value in showing sex difference."

The Classroom Teacher, a Mental Hygienist. By Ruth Smalley. *The Journal of the National Education Association*, January, 1933.

Describing an approach whereby the classroom teacher may also function as a mental hygienist, the first principle being that the teacher carry across the feeling of her liking the child "despite the wrongdoing which is often far more distressing to him than to her whether or not he shows it."

A Clinical Study of the Application of Mental Hygiene to the Treatment of Children's School Problems. By John Levy. *The Pedagogical Seminary and Journal of Genetic Psychology*, December, 1932.

This report is based on an intensive clinical study of the problems of thirty-six children from nine to seventeen years, attending public schools. A diagnosis by the referring school is given, together with the psychiatric diagnosis, of the causes of the children's difficulties and the prescribed treatment. Other factors evaluated were: "Estimates of how frequently treatment was carried out;" "Evaluation of results and treatment;" "Analysis of factors making for successful therapy;" and "Reasons for failure or partial failure." The school's reaction to the clinic's approach was positive in its constructive help in interpreting pupil difficulties and in giving insight into the motivation of behavior difficulties.

Morale and Unemployment. By George K. Pratt, M.D. *Mental Hygiene Bulletin*, November-December, 1932.

Attention is called to an increase of unhealthy attitudes of mind expressing themselves by way of "irritability, resentfulness, sullenness, hopelessness, as a result of fear, worry and uncertainty." The writer

contrasts a mental attitude of emotional security with that of insecurity and its effects due to present social conditions, and gives a number of constructive suggestions to meet the safeguarding of mental health.

The Motion Picture and Education. *The Journal of Educational Sociology*, December, 1932.

The entire issue is devoted to various educational aspects of motion pictures, based on a four year study by a committee of experts in the fields of psychology, sociology and education. Among the contributors are W. W. Charters, Director of the Bureau of Educational Research, Ohio State University; George D. Stoddard, Director of the Child Welfare Station of the State University of Iowa; and Dr. L. L. Thurstone, Professor of Psychology at the University of Chicago.

An Out-of-Door Play School. *Recreation*, January, 1933.

A report describing a significant play school project worked out in a City Housing Corporation community is given in detail as to its financial and educational status.

Psychology and the Choice of a Career. By Alec Rodger. *The New Era*, January, 1933.

Dr. Rodger describes what the psychological tests are, and the specific tests for practical ability, such as manual dexterity, mechanical ability, etc. The importance of "temperament," a non-testable attribute, is given due weight in the vocational guidance procedure.

Tears and Tantrums. By Marion M. Miller. *The Delineator*, January, 1933.

The author cites a few practical instances to illustrate the educational approach and attitude in meeting the emotional outbursts of tears and tantrums. Meet the youngster's daily routine, the writer says, "on the basis of his development and physical needs, and never on the basis of his fears, tantrums or desire for power."

Youthful Emotions. By Cécile and Marion Pilpel. *The Delineator*, February, 1933.

The specific emotions dealt with in this article are worries and anxieties. These "more subtle and less recognized fear states" are illustrated with childhood episodes giving insight as to causal factors and suggestions for procedure; a glimpse into adolescent and adult fear emotions is also given.

Death and the Child

LILLIAN SYMES

(Continued from page 139)

think it. The rapid increase in the suicide rate would indicate otherwise. There are obviously many things we fear more than death. What most intelligent persons fear is not the clean finality of death but pain, worry, crippling, anxiety, the compulsion to live meanly or narrowly. Without going to that extreme practiced by the Japanese aristocracy in teaching its youth that death is preferable to an infraction of some artificial code of honor, it should be possible to give death a more friendly aspect than it has usually worn in the past, to teach our children that death is by no means the worst possible thing that can happen to themselves or to those they love. If so, it can be done better by indirection through one's own attitudes and reactions than by verbal propaganda. And for this, the parent must re-educate himself and his own emotions. The child can sense his parents' essential attitude and no brave words will ever deceive him. The death of a loved one, whom he instinctively knows hated and feared that death, will fill him with fear and horror. For the person who has met death gallantly, he will feel only the natural grief of separation. This is as much as we have the right to impose upon him.

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The Editors' Page



IN THE past moral education has been more occupied with some commonly accepted ideal of the good life than with the method of teaching it. Perhaps it is only in times when people have no such ideal that this question arises. It is doubtful if our democracy's belief in socialization and cooperation and its emphasis on right feeling rather than on right thinking are adequate, no matter what our methods. And it is hardly an exaggeration to say that we are resorting to all sorts of educational machinery, for the simple reason that we have no inner ideals.

TO THE ancient Greek, the ideal of excellence was characterized by Aristotle's "Magnanimous Man." But was his teaching that of direct precept or indirect example? It is difficult to say. He gave no divine commands; he made no concession to popular convention; yet he portrayed an ideal of patrician virtue which became a guide for character training through centuries. There is a tremendous difference between republican virtue and democratic moral enthusiasm. In the former something is held up; in the latter everything is levelled down.

ETHICAL training would seem to depend on some clearly grasped distinction of human worth. What does excellence mean if not that some people are better than others? The confusion in character training in a democracy results largely from our disinclination to admit this. Without such an ideal the child expects motivations to come from without rather than within.

PERHAPS it is through science that we may discover a new appreciation of excellence. There is in its pursuit of truth an uncompromising devotion, a willingness to submerge the ego, even to endure unpopularity. There is also a passion for human advancement and service and, finally, a sort of self-mastery whereby men learn to accept facts, not because they want to believe them but because they are proved to be true. Here then, out of our most modern ways of life and thought, we may conceivably create an ideal of integrity and maturity which will again give our character training a criterion and a goal.

Ernest Dean Martin

CHILD STUDY

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